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dent and teacher: Use this cover sheet for mailing or faxing.**ASSIGNMENT BOOKLET**

PAT9150 Social Studies 9

Module 4 Assignment

FOR STUDENT USE ONLY

Date Assignment Submitted:

(If label is missing or incorrect)

Time Spent on Assignment:

Student File Number:

Module Number: _____

FOR OFFICE USE ONLYAssigned
Teacher: _____Assignment
Grading: _____

Graded by: _____

Date Assignment Received: _____

**Student's Questions
and Comments****Apply Module Label Here**

Name	Address	Postal Code
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*Please verify that preprinted label is for
correct course and module.***Teacher's Comments**

Teacher

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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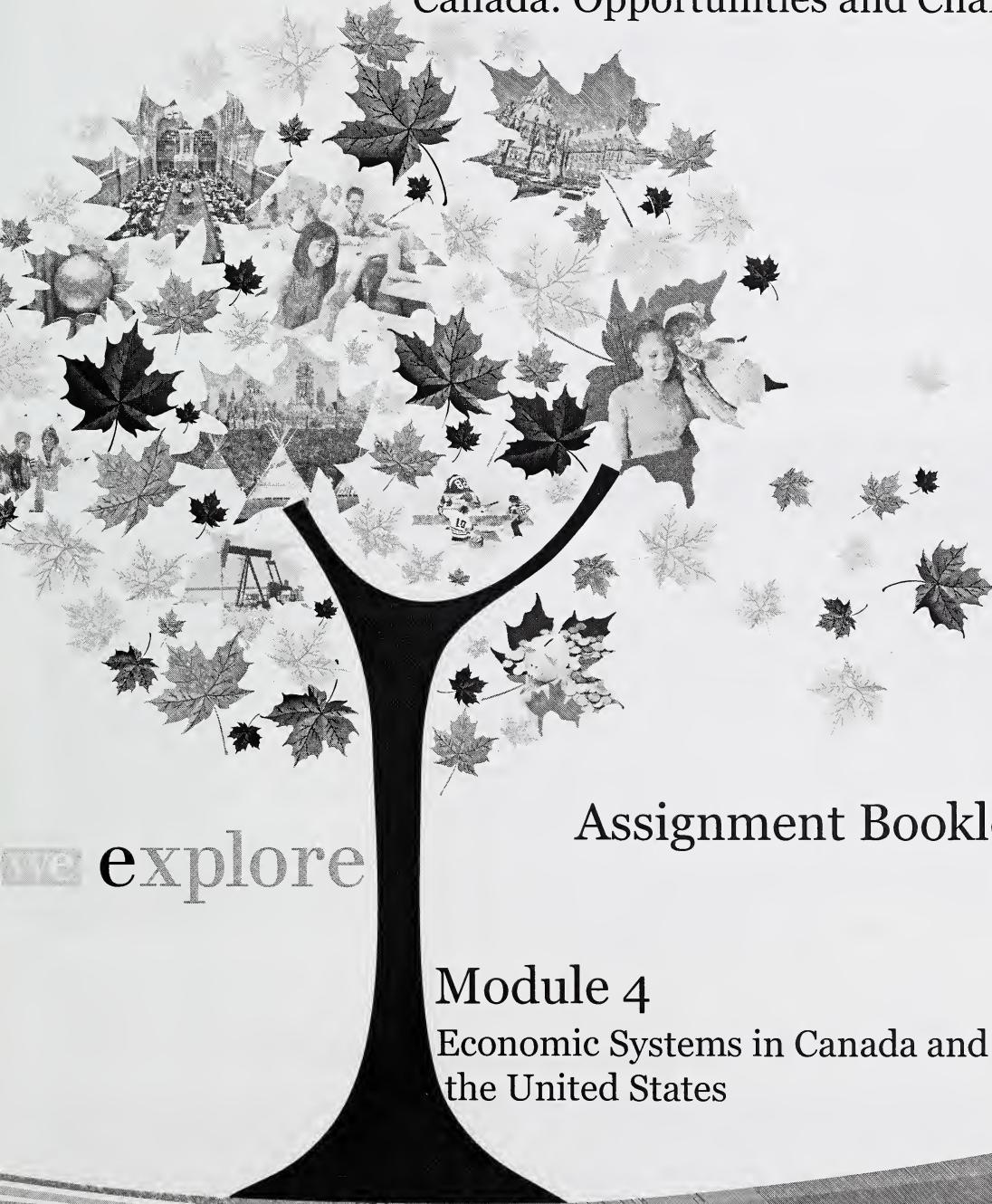
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Social Studies 9

Learn  everyWare

Canada: Opportunities and Challenges



we explore

Assignment Booklet

Module 4

Economic Systems in Canada and
the United States

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1: Lesson 4	15	
Section 1: Lesson 5	15	
Section 1 Challenge	9	
Section 2: Lesson 1	6	
Section 2: Lesson 2	15	
Section 2 Challenge	30	
Module 4 Challenge	30	
	120	

Teacher's Comments

Social Studies 9 Learn EveryWare
Module 4: Economic Systems in Canada and the United States
Assignment Booklet
ISBN 978-0-7741-3217-6

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Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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MODULE 4 ASSIGNMENT BOOKLET

The assignments in this assignment booklet will be submitted for grading. Answer each question in the space provided. If there is not enough space provided for your answer, then use your own paper and attach the answer to this assignment booklet.

Module 4: Section 1: Lesson 4

My Understanding: Labour Unions and My Quality of Life

How do labour unions impact my quality of life?

Respond to this question in the format of a public service announcement (e.g., poster, video, or radio broadcast), song lyrics, or a political cartoon. You will be marked according to the following criteria.

Scoring Criteria: Labour Unions and My Quality of Life

15 marks

Your presentation . . .	Exploration (10 marks)	Communication (5 marks)
5 Excellent	is thoughtful and detailed shows a perceptive understanding	is engaging, making highly effective use of the medium
4 Proficient	is understandable and clear cut shows a clear understanding	is convincing, making effective use of the medium (with few errors)
3 Satisfactory	is general and straightforward shows an acceptable understanding	is conventional, making satisfactory use of the medium (Minor errors do not interfere with your message.)
2 Limited	is limited and over generalized shows an inadequate understanding	is weak, making limited use of the medium (Major errors get in the way of your message.)
1 Poor	irrelevant or inaccurate shows little understanding	is unclear, making ineffective use of the medium (Many errors obstruct your message.)

Module 4: Section 1: Lesson 5

My Understanding: The Impact of Economy on Me

Answer the following question: How are your identity and the choices you make as a consumer impacted by the economy?

Respond to this question using one of the following formats:

- informed response
- collage

- news report
- letter to the editor
- political cartoon

Begin by considering your response. You may use the following informed response outline to plan your thoughts.

Inquire	Notes
What is the topic?	
What is the question/statement?	
What is your response as a writer?	
Provide at least two supporting facts which support your response.	
Provide (if possible) two quotes to support your response.	

Use the following scoring criteria to evaluate your response.

Scoring Criteria: Impact of the Economy on Me

15 marks

Your presentation . . .	Exploration (10 marks)	Communication (5 marks)
5 Excellent	<ul style="list-style-type: none"> • is thoughtful and detailed • shows a perceptive understanding 	<ul style="list-style-type: none"> • is engaging, making highly effective use of the medium
4 Proficient	<ul style="list-style-type: none"> • is understandable and clear cut • shows a clear understanding 	<ul style="list-style-type: none"> • is convincing, making effective use of the medium (with few errors)
3 Satisfactory	<ul style="list-style-type: none"> • is general and straightforward • shows an acceptable understanding 	<ul style="list-style-type: none"> • is conventional, making satisfactory use of the medium (Minor errors do not interfere with your message.)
2 Limited	<ul style="list-style-type: none"> • is limited and over generalized • shows an inadequate understanding 	<ul style="list-style-type: none"> • is weak, making limited use of the medium (Major errors get in the way of your message.)
1 Poor	<ul style="list-style-type: none"> • irrelevant or inaccurate shows little understanding 	<ul style="list-style-type: none"> • is unclear, making ineffective use of the medium (Many errors obstruct your message.)

Module 4: Section 1 Challenge

Report Card

Identify at least five factors that demonstrate the effectiveness of the Canadian and United States economic systems in ensuring a good quality of life for the greatest number of citizens.

Complete two report cards. You will create one report card for the Canadian economy and one report card for the United States economy. Identify a rating from the rating scale for each factor. Provide evidence for each rating. Evidence may include supporting detail or quotes from the articles or activities completed in this lesson.

When you complete the report card, identify one strength and one area that needs improvement for each economic system. Then identify strengths of the economies in providing quality of life, describing areas for improvement, and including suggested strategies for improvement. Remember that you may create your own report card, if you choose. Or you may create report cards similar to the following.

Rating Scale

Excellent
Very Good
Good
Adequate
Poor
Very Poor
Failing

Ratings

Factors to be rated				
	Rating			
Factor 1	Rating			
	Evidence			
Factor 2	Rating			
	Evidence			
Factor 3	Rating			
	Evidence			
Factor 4	Rating			
	Evidence			
Factor 5	Rating			
	Evidence			

Strengths:

Areas for improvement:

Strategies to improve:

Your two report cards will be marked according to the following scoring criteria.

Scoring Criteria: Report Card

9 marks

	Completed Ratings (3 marks)	Explanation of Ratings (6 marks)
3 Excellent	Ratings for all factors are provided.	The explanation for each rating is detailed. The factors chosen demonstrate an understanding of the effectiveness of the Canadian and United States economic systems in ensuring a good quality of life for the greatest number of citizens.
2 Satisfactory	Ratings for two factors are provided.	The explanations for each ranking have merit. The factors chosen begin to demonstrate an understanding of the effectiveness of the Canadian and United States economic systems in ensuring a good quality of life for the greatest number of citizens.
1 Limited	Many ratings for factors are not included.	The explanations for each rating are vague showing little understanding of the effectiveness of the Canadian and United States economic systems in ensuring a good quality of life for the greatest number of citizens.

Module 4: Section 2: Lesson 1

Inquire and Respond: Factors Affecting Quality of Life Response

Write a persuasive response convincing an audience of one change that would make the greatest contribution to improving the quality of life for the people living in the region or community you identified.

You may respond in a paragraph, illustration, editorial, or speech. Attach your completed assignment to the Module 4 Assignment Booklet.

Your response will be evaluated according to the Scoring Criteria: Factors Affecting Quality of Life Response.

Scoring Criteria: Factors Affecting Quality of Life Response

6 marks

Your position ...	
3 Excellent	<ul style="list-style-type: none"> • is a well thought out and detailed persuasive response • includes very convincing facts and an interesting point of view • reflects a thorough understanding of factors affecting quality of life
2 Satisfactory	<ul style="list-style-type: none"> • is a good persuasive response • includes some convincing facts and a point of view • demonstrates that you are beginning to understand factors affecting quality of life
1 Limited	<ul style="list-style-type: none"> • is beginning to develop a persuasive response but is not supported with detail and facts • includes facts that are superficial or ambiguous • does not reflect an understanding of factors affecting quality of life
× 2	

Module 4: Section 2: Lesson 2

My Understanding: Consumerism and Quality of Life

Create a political cartoon or written response that represents your own ideas about consumerism influencing your quality of life.

Creating political cartoons requires you to use your imagination and sense of humour to present your point of view. Follow the steps to help you create your own political cartoon. If you are completing a written response, answer each question and include your answers with your written response.

You may contact your teacher at anytime if you have difficulty with this assignment.

Step 1

Before you draw your cartoon, decide on the issue about consumerism influencing your quality of life that you want to present to your audience.

- What message do you want to communicate to your audience?
- What would be the opposite point of view?
- How might you include humour in your cartoon?

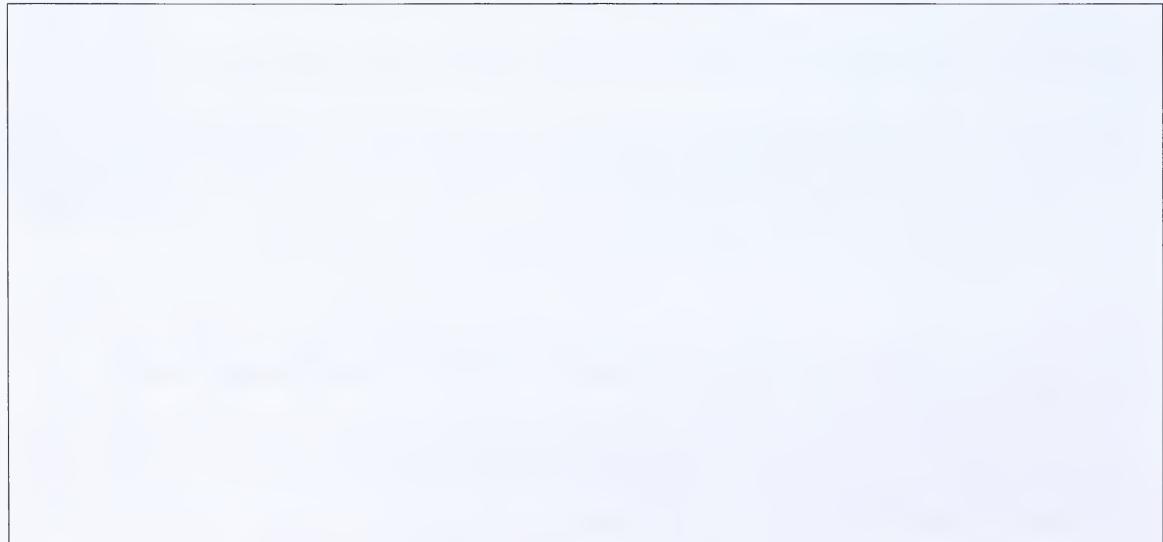
Step 2

Decide on the visual devices you will use. For example, the following should be considered:

- Caricatures are used to deliberately exaggerate a person's distinguishing features; e.g., a large nose or big forehead are both distinguishing features.
- A simple setting provides geographic reference.
- Symbols are used to help the reader understand the cartoon; for example, a maple leaf or beaver symbolizes Canada, a dove means peace, a hawk may mean war.
- Size is exaggerated.
- Dark shades are negative as opposed to light shades.
- Captions, balloon comments, or dialogue give the message.
- Provide a title if a caption is not used.
- Keep the cartoon simple so your audience understands your message.

Step 3

Once you have considered the components of your cartoon, you can complete your drawing. Your cartoon may be drawn by hand or completed digitally. You may draw your cartoon in the box below. It may be a line drawing in black or in coloured ink to stand out.



Caption:

As an alternative, you may complete a written response. Be specific as you explain all the devices and images that you would use in a cartoon.

Step 4

Write a one-paragraph summary of your cartoon explaining the details of your cartoon. Attach your summary to the Module 4 Assignment Booklet.

You will be graded according to the following scoring criteria.

Scoring Criteria: Consumerism and Quality of Life

15 marks

Your cartoon . . .	Interpretation (5 marks)	Communication (10 marks)
5 Excellent	shows an insightful and accurate understanding of the topic	is engaging, and makes highly effective use of the political cartoon medium
4 Proficient	shows a clear understanding of the topic	is convincing and makes effective use of the political cartoon medium (with few errors)
3 Satisfactory	shows an acceptable understanding of the topic	is conventional and makes satisfactory use of the political cartoon medium (Minor errors do not interfere with your message.)
2 Limited	shows an inadequate understanding of topic	is weak and makes limited use of the political cartoon medium (Major errors get in the way of your message.)
1 Poor	shows little understanding of topic	is unclear and makes ineffective use of the political cartoon medium (Many errors obstruct your message.)

Module 4: Section 2 Challenge

Designing an Advertisement

Step 1: Create a Company

Answer the following questions.

1. What product or service would you like to market?
2. How will you determine consumer demand? In other words, who will buy your product?
3. Conduct a survey to determine consumer demand.
 - a. Who will you survey?

- b. How many people will be asked to do your survey?
4. Analyze the results of your survey. Use a chart and graph to show your results. You may use graphing software or draw your chart and graph by hand. You can scan it, e-mail it, or fax it to your teacher with this assignment.
5. What is the purpose of your company?
6. What will make your company unique?
7. How do you know that your company will be successful?
8. Create a company name and company logo. Make sure to attach your logo to the Module 4 Assignment Booklet.
9. Design a business card with a logo. You may hand draw the business card and scan it; then e-mail or fax it to your teacher. Or you may complete this task using drawing software and attach it to this activity.

Step 2: Plan Your Marketing Campaign

Answer the following questions.

1. How will you advertise your product or service? Read the advertising effects on page 255 of your textbook for some advertising techniques.
2. What advertising costs do you have?
3. Design a brochure for marketing your project. You may hand draw it and scan it; then e-mail or fax it to your teacher. Or you may complete this task using drawing software and attach it to this activity.
4. What is the sales pitch, gimmick, or message you would like to send to your consumer?
5. What is the medium (e.g., vodcast, podcast, or poster) you will use for your advertisement?

Step 3: Create Your Advertisement

Create your advertisement. Convince the consumer to purchase your product or service. Make your commercial memorable. You may return to the lesson and review the methods used by the students in the video Project Business: Marketing Your Project.

Step 4: Evaluate Your Advertisement

Review the scoring criteria for this activity. Submit your company name, logo, business card, brochure, advertisement, and scoring criteria to your teacher for assessment.

Scoring Criteria: Section 2 Challenge**30 marks**

Your presentation is . . .	Quality of Information (20 marks)	Communication (10 marks)
4 Excellent	<ul style="list-style-type: none"> • very original and detailed • a well thought out advertisement which clearly identifies and promotes your product to consumers 	<ul style="list-style-type: none"> • engaging and makes highly effective use of the medium • persuasive
3 Proficient	<ul style="list-style-type: none"> • original and suitable • a clear advertisement which begins to identify and promote your product to consumers 	<ul style="list-style-type: none"> • convincing and makes effective use of the medium (with few errors) • purposeful
2 Satisfactory	<ul style="list-style-type: none"> • adequate and straightforward • an advertisement which may promote your product to consumers 	<ul style="list-style-type: none"> • conventional and makes satisfactory use of the medium (minor errors do not interfere with your message) • purposeful
1 Limited	<ul style="list-style-type: none"> • poorly developed • an advertisement which does not promote your product to consumers 	<ul style="list-style-type: none"> • weak and makes limited use of the medium (errors get in the way of your message) • not informative or uninteresting

Module 4 Challenge**Step 1: Your Market, Product, and Prices**

Answer the questions to help you develop your business plan.

1. Complete the following chart. What are your factors of production—your land, your labour, and your capital?

My Factors of Production	
Land	
Labour	
Capital	

2. Answer the three economic questions.
 - a. What goods should be produced?
 - b. How should the goods be produced?
 - c. For whom should the goods be produced?

When you have answered these questions, return to the Student Module Booklet.

Step 2: Role of Government

Answer the following questions to help you consider the role the school plays in your business.

1. Explain the type of economy you are working under at the school level.
2. How will this economy influence your decisions as a producer?
3. What type of economy do you think would be ideal for business operations? Explain why.

When you have answered these questions, return to the Student Module Booklet.

Step 3: Financial Projections

1. What is a realistic estimate of your expenses, including start-up costs for operating your business?
2. What is a realistic estimate of the revenue you will generate from your business?
3. Where will you get your start-up capital from?
4. How will you record and report your financial profits and losses?
5. What will you do with a surplus or deficit?

When you have answered these questions, return to the Student Module Booklet.

Step 4: Evaluation

Your Module 4 Challenge will be marked according to the following criteria.

Scoring Criteria: Module 4 Challenge**30 marks**

You have ...	Quality of Information (15 marks)	Charts/Graph/Photos/Videos/Journal (15 marks)
5 Excellent	<ul style="list-style-type: none"> • demonstrated thorough and strong understanding of the principles and practices of market and mixed economies and the role of consumerism in the economy 	<ul style="list-style-type: none"> • provided detailed and accurate charts and graphs • articulately presented project business and reflected on the process
4 Proficient	<ul style="list-style-type: none"> • demonstrated suitable and clear understanding of the principles and practices of market and mixed economies and the role of consumerism in the economy 	<ul style="list-style-type: none"> • provided appropriate charts and graphs • suitably presented project business and reflected on the process
3 Satisfactory	<ul style="list-style-type: none"> • demonstrated adequate and straightforward understanding of the principles and practices of market and mixed economies and the role of consumerism in the economy 	<ul style="list-style-type: none"> • provided adequate charts and graphs • adequately presented project business and reflected on the process
2 Limited	<ul style="list-style-type: none"> • demonstrated superficial understanding with some factual errors of the principles and practices of market and mixed economies and the role of consumerism in the economy 	<ul style="list-style-type: none"> • provided inaccurate charts and graphs • vaguely attempted to present project business and the reflection on the process lacks detail
1 Poor	<ul style="list-style-type: none"> • demonstrated minimal or no understanding of the principles and practices of market and mixed economies and the role of consumerism in the economy 	<ul style="list-style-type: none"> • provided few or no charts and graphs • incompletely presented project business and reflected on the process

